



**Colorado
Safe Routes
to School**

Futures in Motion

Colorado Safe Routes to School Guidelines and Instructions for Infrastructure (capital) Application FY 2019



COLORADO
Department of Transportation

The application can be found at <http://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation>.

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Introduction

The Colorado Department of Transportation's Colorado Safe Routes to School (CSRTS) program announces a request for proposals for infrastructure and non-infratructure projects that support the goals of Safe Routes to School.

Applications are available online <location>. Application are due by November 1, 2018. Please take time to read through these guidelines to learn more about SRTS and the application process.

CSRTS funds available for projects selected in state Fiscal Year 19 will support both non-infrastructure (education, encouragement, and enforcement) projects and infrastructure projects (which require a separate application).

The program has \$1,000,000 to support CSRTS non-infrastructure (education, enforcement, and encouragement) **projects** selected in state FY 2019. The minimum grant award is \$5,000 and there is no maximum (up to the \$1,000,000 available for all projects).

Safe Routes to School

Forty-five years ago, walking and biking to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school. Times changed, and by 2001, nearly 90% of our youth were driven to school either by bus or by individual car. We are beginnng to see some small, but positive, reversal of this trend. But until we can get more of our children engaged in active school transportation, we will continue to have increased traffic congestion, a reduction in air quality and the deterioration of our children's health.



While distance to school and safety are the most commonly reported barriers to walking and bicycling, private vehicles still account for half of school trips for children living within 1/2 mile from school—a distance easily covered on foot or bike. In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.

Safe Routes to School (SRTS) was established in 2005 through Federal legislation

- to enable and encourage children, including those with disabilities, to walk and bicycle to school;
- to make walking and bicycling to school safe and more appealing; and
- to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

In Colorado today, about 17% of Colorado K-8 students are walking and bicycling to and from school with higher rates of 20% to 30% or higher in schools with active SRTS programs.

The Colorado Department of Transportation manages the Colorado SRTS (CSRTS) program which was established by state statute in 2004.

The most successful way to increase bicycling and walking is through a comprehensive approach that includes the “Five E’s”.

- Education,
- Engineering,
- Encouragement,
- Enforcement, and
- Evaluation.

We encourage all applicants to consider each of the Five E’s in their program. Equity is another important “E” to consider in designing your SRTS program. Equity involves expanding opportunities for everyone – especially those whose obstacles are greatest.¹

Research reveals that there are four key elements of successful SRTS in getting more students to walk and bicycle. High performing programs are more likely to (1) have strong program leadership within the school, (2) conduct frequent activities that reinforce students to walk and bicycle, (3) have strong support from parent groups, and (4) have policies that support walking and bicycling to/from school.²



Benefits of Safe Routes to School

The benefits of Safe Routes to School include increased physical activity, improved traffic safety, better air quality, enhanced personal safety, long-term cost savings, and greater student academic achievement.³

- **Health:** By walking or bicycling to school, students get more physical activity, reduce their risk of obesity and diabetes, and improve their overall health. Healthier children miss fewer days of school.
- **Learning:** When students exercise before school, they arrive focused and ready to learn. By adopting Safe Routes to School programs, schools can improve students’ health and readiness to learn without taking time away from existing school-day activities or placing additional burdens on teachers.

¹ “Achieving Health Equity.” Robert Wood Johnson Foundation. <https://www.rwjf.org/en/library/features/achieving-health-equity.html>. Retrieved 6/28/2018.

² To read the complete study, go to www.saferoutesinfo.org/program-tools/comparative_analysis_program_outcomes

³ “Benefits of Safe Routes to School.” ChangeLab Solutions. <https://www.changelabsolutions.org/benefits-safe-routes-school>. Retrieved 6/28/2018.

- **Safety:** With more people out walking and bicycling, neighborhood streets become safer and more welcoming for anyone who is not driving. Safe Routes to School infrastructure improvements allow everyone – including children, older adults, and people with disabilities – to walk and bicycle more safely.
- **Environment:** Because fewer car trips means lower greenhouse gas emissions, walking and bicycling to school reduces air pollution and helps the environment.
- **Community:** Ten to fourteen percent of morning rush-hour traffic is attributable to families driving their children to school. Getting children to walk or ride a bike reduces traffic congestion. In addition, by walking or bicycling, children encounter each other (and their other neighbors) on the way to school, increasing the feeling of community and social support.

In addition, strong evidence exists that children will walk and bike to school if communities invest in supportive infrastructure and education programs. Engineering improvements associated with Safe Routes to School programs have been shown to increase by three percentage points in active school travel, which represents a relative increase of 18%. Over a five-year period, education and encouragement programs can lead to a relative increase in active travel of 25%.⁴



Eligibility

To apply for a CSRTS grant, applicants must be

- a local government;
- a regional transportation authority;
- a transit agency;
- a natural resource or public land agency;
- a school district, local education agency or school;
- a tribal government; or
- any other local or regional governmental entity with responsibility for or oversight of transportation or recreational trails that the State determines to be eligible, consistent with the goals of this grant application.

⁴ McDonald, N.C., Stiner, R.L., Lee, C., Smith, T.R., Zhu, X., Yand, Y. In Press. Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of American Planning Association. doi: 10.1080/01944363.2014.956654.

- Non-profit agencies can partner with a qualifying applicant but cannot be the grant applicant.

Funds are available for Safe Routes to School programs that benefit elementary and middle school **children in Kindergarten through 8th grade**; most typically elementary and middle schools but any school that has students in K-8 grades is eligible. Projects must be within a 2-miles radius of the identified school(s).

Successful projects have been selected from across the state from urban, suburban, and rural communities. The [map](#) on the CSRTS website highlights the schools that have been part of a funded CSRTS project.

Facilities must be designed to reasonably meet the needs of persons with disabilities. In so doing, the participant must comply with all applicable provisions of the Americans with Disabilities Act.

Applicants may apply for more than one project grant, but each project with a different scope requires a completed and separate application. For example, if an applicant wanted to develop a crosswalk at one school and a sidewalk improvement at another school, the applicant would need to submit two separate applications.

However, projects can have multiple scopes in one project, e.g., there may be several improvements required around one school area such as a sidewalk improvement, crosswalk, and the installation of bike racks. This would be considered one project with multiple scopes within it.

If you aren't sure what type of application to complete, contact the CDOT Safe Routes Program Manager at 303-757-9088 or dot_srts@state.co.us.

Key Factors to Consider When Applying for a CSRTS Grant

Grant Guidelines

Applicants are encouraged to be as cost-effective as possible in order for us to stretch funds to more communities and reach more students.

Funding

- **The Colorado Safe Routes to School (CSRTS) program has \$4,000,000** to support SRTS infrastructure projects being selected in this call for projects. The minimum grant award is \$50,000 and a maximum of \$500,000 of SRTS funding per project.
- **Funding is available over three years** so consider how to maximize the impact of your project over that time period.
- **It is highly recommended that applicants attend one of the application training sessions** that will be scheduled in August and September at various locations throughout the state and by video conference.
- **Federal funds are used to fund SRTS projects.** Applicants should be aware of federal and state requirements associated with funding and be willing and able to administer their projects within these parameters.

- **Applicants for SRTS program funds must provide a 20% cash match of the total project.**
- **The SRTS program is a cost reimbursement program.**
- **Indirect costs will not be reimbursed.**
- **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.

Project Selection

- **Projects are selected by a nine-member CSRTS advisory committee** through a statewide competitive process.
- **The Safe Routes to School Advisory Committee** reserves the right to limit the number of awards to any one grantee. Because funding is limited, the committee also has the option to remove items that are not directly associated with this program.
- **All projects in this grant cycle must be completed by June 30, 2021.** Projects that have not been completed within 2 years will be designated as inactive and any remaining unencumbered funds will be revoked and returned to the program.
- **Any documents received after the application has been submitted** will not be added to the application.

Application Requirements

- **See [Resource A](#) for typical infrastructure projects that are funded by CSRTS.** Innovative projects are encouraged.
- **Some requested information in this year's application has been re-formatted or requested as attachments.** Be sure to pay attention to the information requested in each section especially if you have completed SRTS applications in the past. We have specified what documents should be included as attachments and how they should be labeled.
- **For applicants whose project is within Metropolitan Planning Organizations (MPO) regions,** you must discuss your project with your MPO prior to submitting your application. A letter or email from the MPO acknowledging that you have talked to them about your project must be included with the application.
- **Your application will be disqualified** if additional Right of Way is required to complete your project.
- **The use of SRTS funds is not permitted for projects that reorganize pick-up and drop-off areas** primarily for the convenience of drivers rather than to improve child safety and/or walking and bicycling access. Additionally, improvements to bus stops are not eligible for this funding.
- **Applicants requesting funding for infrastructure projects are also required to include an educational component in their project.** This can be an existing program, an enhanced program or a new program that highlights the specific infrastructure. The amount to include in your budget for the educational component is \$3,500. The educational component in an infrastructure project is included in the application and does not require a

separate application. Any qualified applicant can also submit a separate application for a non-infrastructure project.

- **Action Plan.** For the first time, we will have applicants complete an action plan. Instructions on completing the action plan are included [here](#). An example of an action plan can also be found [here](#).
- **Pre- and Post-Safe Routes to School Evaluations** (i.e., student travel tally and parent survey), and a final accomplishment report are required.
- **The pre-survey and tallies which establish a baseline of transportation rates for your project must be included in your application.** These surveys and tallies must have been collected within one year of this application.
- **For the first time**, CSRTS is allowing student travel tallies to be collected on a school-wide basis by using staff and/or volunteers to collect data on travel mode as students arrive and depart school over two days of one week.
- The National Center for Safe Routes to School manages the SRTS database. Mailed paper forms (parent surveys and student in-classroom travel tallies) are no longer accepted for input by the National Center. Tallies and surveys can be input directly through online, mobile-friendly data or directly entered by your staff.
- To set up your profile to collect the tallies and surveys, go to www.saferoutesdata.org. The forms are also available for downloading at this site. More information is available, along with FAQs, on this website.
- If someone has previously set up a log-in for your school(s) in the past and you need to change the administrative rights for them, contact the CSRTS program manager to assist with that update.
- Contact the CSRTS Program Manager at 303.757.9088 or dot_srts@state.co.us.

Project Implementation

- There are three phases involved in project implementation: 1) the project development / preliminary design / engineering phase; 2) the project construction / completion phase; and 3) education and encouragement phase (miscellaneous). The design phase does not have to be included in your CSRTS application.
- After a CSRTS project is approved for funding and incorporated into the Statewide Transportation Improvement Plan (STIP), the CDOT Region and the local agency initiate a detailed sequence of events to complete the project. CDOT's main objective is to assist project applicants in successfully completing their project with minimal administrative oversight, while ensuring they satisfy all federal and state requirements. **Please refer to the [CDOT Local Agency Manual](#) and contact your CDOT Region Planner** (See [Resource F](#) at end of document)
- For applicants within [Metropolitan Planning Organizations \(MPO\)](#) regions, you must discuss your project with your MPO prior to submitting your application. A letter or email from the MPO must be included with the application.
- If selected, applicants will be required to enter into a contract with CDOT. This application will become part of your contract scope. Grant payments will be made as reimbursements for project expenses after expenses have been incurred.

Local Agency Manual

- Safe Routes to School is a Federal-aid program and is, therefore, subject to all such regulations. Refer to CDOT's [Local Agency Manual](#) (revised July 2017) for more details on requirements of a Federal-aid project. The main purpose of the CDOT Local Agency Manual is to assist Local Agency personnel involved in the design, construction, and management of State and Federally funded projects. The Manual is also used by CDOT personnel who manage Local Agency projects. Permits and clearances from various local, and state agencies may also be required. Working with your community partners and CDOT planners and engineers will help you identify specifics to your project.
- Please contact your CDOT Region Planner and Local Agency Coordinator to discuss your proposed infrastructure project **early** in your planning process. They will review your plan to assure it is a reasonable approach to your existing conditions as well as discuss the Federal-aid program requirements. This will also inform your project timeline. Please see [Addendum A](#) for CDOT Regions and contacts.
- Applicants are also encouraged to **hold pre-application meetings with appropriate county and/or local government agencies** to determine requirements, processes and time schedules that may impact the project.
- All projects must be in compliance with the **National Environmental Policy Act (NEPA)**. In many cases, a simple Categorical Exclusion may be filed. Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". However, to ensure applicants have time to provide appropriate documentation if necessary, applicants may have up to 90 days following a grant award to submit documents (categorical exclusions) to CDOT.
- Your region CDOT local agency coordinator can help guide you on NEPA requirements that may impact your project.
- Applicants are also **responsible for any and all local permitting relevant to their project**. Applicants should work with their appropriate partners to determine necessary permits.
- Applicants **must** have Right of Way clearance for all property involved with this project in order to receive a grant.

Contracting Projects

- **Any work performed by the applicant prior to receiving written authorization to proceed** is not eligible for reimbursement.
- SRTS infrastructure **projects are managed by the CDOT region** in which the project lies.
- **If selected, applicants will be required to enter into a contract with CDOT.** Your application will become the scope of work for that contract. CSRTS infrastructure grants will require an Intergovernmental Agreement (IGA) between CDOT and your agency.
- **Federal regulations (2CFR200, also known as the Uniform Guidance)** which went into effect in 2015, require completion of risk assessments of each awarded entity covering financial management, staff qualifications, experience in handling federal awards, and

others. Since CSRTS projects will include federal funds, the awarded entity will be required to complete an assessment prior to receiving a purchase order or contract.

- **Final payment may be withheld until CDOT receives the final accomplishment report.**

Reporting Requirements

- **Grant recipients are requested to submit a monthly invoice.** Progress reports are required with each billing statement of your project.
- **Grant recipients are required to collect and report** information from post-evaluation using the Safe Routes to School Student Travel Tally and Parent Survey to be included with the final accomplishment report.
- **A final accomplishment report is required within 60 days** of the completion of the project and no later than August 30, 2021.

The Colorado Safe Routes to School Program Manager is available to answer your questions at dot_srts@state.co.us or 303-757-9088 regarding these requirements or the application itself.

CHANGES TO APPLICATION

A number of changes have been made to the application and the application process this year. If you have completed CSRTS applications in the past please pay careful attention to the changes.

- The applications will now be completed and submitted through an online process.
- A total of \$4 million will be available for infrastructure projects (an increase from \$2.5 million previously). A 20% cash match is still required.
- We will be changing our call for application to a two year cycle. We will announce the next round of grants in state fiscal year 2021 (August 2020)
- There are seven (7) sections to complete (instead of eight as in the past). We removed the Timeline section.
- Additional demographic information is requested about your schools.
- Student travel tally and parent surveys are required as part of the application. An alternative to collecting the student tallies in the classroom is being offered. You may choose to have staff and/or volunteers collect data on travel mode as students arrive and depart school over two days of one week.
- In order to obtain a clearer understanding of your project components, Section 2 requests specific information through checkboxes and pull down menus about your project.
- You will complete an action plan with information on your planned activities, deliverables, your expected results or outcomes, estimated timeframe, and responsible staff or agency.

If you aren't sure about your scope of work and how to complete your application, contact the CDOT Safe Routes to School Program Manager at 303.757.9088 or dot_srts@state.co.us.

In addition to these Guidelines and Instructions, [training sessions](#) are also available to help guide you in completing the application.

Project Budget Guidelines and Sample Project Budget

1. **The CSRTS program is a cost reimbursement program.** If your project is selected you must have the funds in place to support your expenses prior to being reimbursed by CDOT. To be reimbursed, the expense must be identified in your approved SRTS application (scope of work) and budget. If you wish to make purchases that are outside of your grant budget you must submit a request in writing and have it pre-approved by the Colorado SRTS program manager. Some requests may not be allowable or approved. No additional funds will be available beyond your contract amount.
2. **Indirect costs will not be reimbursed.**
3. **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
4. **20% cash match is required and should be calculated into the total project cost.**
5. **If this project is contingent upon receiving other funding,** indicate in your budget narrative the amount and source for that funding and state when you will be notified of the grant award.
6. CDOT is not responsible for any costs incurred by the applicant in preparation of the application or any expenses incurred prior to receiving a contract and letter to proceed.
7. Once submitted, all proposals will become public information.
8. Colorado SRTS will abide by the rules established under the Federal-aid guidelines for allowable costs. For information on allowable expenses, visit the electronic Code of Federal Regulations which can be found at the U.S. Government Publishing Office on their [electronic code of regulations](#) website.
9. **Because low-cost bike helmets are available from many resources, bike helmets used for promotion or giveaways are not allowed as a Colorado SRTS budget item.** Bike helmets for inclusion in a bike rodeo kit or bike fleet are an acceptable budget item. Several bike helmet resources are listed on the SRTS website at www.codot.gov/programs/bikeped/safe-routes/resources.
10. **When considering incentives for your program** be sure they are used to motivate students to walk and bicycle to and from school, rather than just reward the activity.

SAMPLE COMPLETED BUDGET FOR INRASTRUCUTRE PROJECT

(Figures in this example are not intended to reflect estimates for your project.
They are for illustration purposes only)

<u>Item</u>	<u>Quantity</u>	<u>Unit</u>	<u>Unit Price</u>	<u>Budget</u>
Project Design				
Engineering design	1	LS	\$28,200	\$28,200.00
Construction				
Curb and Gutter Type II	1500	LF	\$40.00	\$60,000.00
Curb and Gutter match	545	LF	\$40.00	\$21,800.00
10' Concrete Path	1695	SY	\$90.00	\$152,550.00
Concrete Pan	295	LF	\$25.00	\$7,375.00
Curb Ramp	12	EA	\$650.00	\$7,800.00
Retaining Wall	300	SF	\$65.00	\$19,500.00
Crosswalk striping	125	SF	\$17.00	\$2,125.00
Latex Pavement Markings White	1450	LF	\$1.00	\$1,450.00
Latex Pavement Markings Yellow	3180	LF	\$1.00	\$3,180.00
Typer R Inlet	3	EA	\$6,000.00	\$18,000.00
Sawing Asphalt	294	LF	\$4.50	\$1,323.00
Clearing and Grubbing	1	LS	\$10,000.00	\$10,000.00
Unclassified Exc. And Embankment	1	LS	\$15,000.00	\$15,000.00
Potholing	8	HR	\$250.00	\$2,000.00
Topsoil	50	CY	\$45.00	\$2,250.00
Silt Fence	1600	LF	\$1.00	\$1,600.00
Erosion Logs	200	LF	\$10.00	\$2,000.00
Seeding	0.5	AC	\$1,900.00	\$950.00
Pedestrian Railing	100	LF	\$140.00	\$14,000.00
Rip Rap	8	CY	\$275.00	\$2,200.00
CSP Pipe	500	LF	\$150.00	\$75,000.00
Mobilization	1	LS	\$90,000.00	\$90,000.00
Traffic Control	1	LS	\$60,000.00	\$60,000.00
Construction Surveying	1	LS	\$15000.00	\$15,000.00
Required Outreach & Education				
New safe routes maps	1,200	EA	\$0.50	\$600.00
Handouts for Friday folders	5,000	EA	\$0.10	\$500.00
Project data management/reporting	6	HR	\$50.00	\$300.00
Education program planning	420	EA	\$5.00	\$2,000.00
Total Project Cost				\$638,603
Total SRTS Project Cost (but no greater than \$625,000)				\$625,000
Requested SRTS (80% of Total Project Cost, \$500,000 maximum)				\$500,000
Cash Match (20% of Total Project Cost)				\$125,000
Overmatch (Total-80%-20%)				\$13,603

Any overmatch to your project will not be reflected in your grant award.

Budget Justification

Explain and justify the funds requested in your Project Budget Narrative by line item using the explanations below to guide you. These expenses should match the details you identified in Section 2 and your action plan.

Personnel - Internal	
	Explain how the salary or hourly rates for each position were determined. Explain the purpose and activities and tasks of each position as it relates to your project. Be sure to include benefits if those are included in the cost of the project.
Project Design	
	Explain how you derived the cost estimate for your project design. What source did you use to determine this cost?
Construction	
	What source(s) did you use to determine the cost? Explain how the quantities and costs were determined. If constructing a sidewalk or trail, include length, width, depth, and grade.
Education	
	Explain how the costs were determined and justify the need for any proposed expenses. What source did you use to determine this cost? Include details of the sub-contractor's scope of work (e.g., "Will provide bike rodeos at x# of schools lasting 2 hours each using 2 staff members for grades 2 through 6.") and how they will be compensated (by task, per hour?). Food is not an allowable expense and will not be reimbursed. Bike helmets for distribution to students is also not an allowable expense, however, bike helmets purchased for use with a bike rodeo or in-classroom instruction is allowed.
Match	
	Describe your cash match for your project. Where does the match come from and what expenses will they cover of your project. Funds from other Federal grants cannot be used for the match. The expenses for these match dollars must be included in your invoicing for reimbursement, if awarded a grant. Be sure your cash match is reflected in your total project cost. 5. If this project is contingent upon receiving other funding, indicate the amount and source for that funding and state when you will be notified of the grant award.

Resource A: Sample Infrastructure Program Descriptions

Safe Routes to School infrastructure projects must be constructed within 2 miles of the elementary or middle school (K-8) identified in your application.

Bicycle Parking Facilities: Items such as bicycle racks, lockers, designated areas with safety lighting and covers such as a bike shelter, etc.

Bicycle and Pedestrian Counters: While not required, applicants are strongly encouraged to add permanent bicycle counting technology within the scope of the project. The counts will not only assist with your pre and post project evaluation; they will support the goals and objectives of CDOT's Statewide Bicycle and Pedestrian Plan (2015). More information about statewide bicycle data collection and available technology can be obtained by calling 303-757-9804.

Installing Signs: Placement of signs to slow traffic and provide awareness for bicyclists and pedestrians. May also include directional signage.

On-Street Bicycle Facilities: Construction of paved shoulders to be used as bike routes. Construction and improvement of on-street bicycle facilities, including bike lanes.

Off-Street Bicycle/Pedestrian Facilities: Trails and pathways that can be used by pedestrians and bicyclists that are separated from the main roadway. Construction of multiple-use bicycle pedestrian trails and pathways.

Pedestrian/Bicycle Crossing Improvements: Includes new or upgraded traffic signals, crosswalks, median refuges, pavement markings, traffic signs, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian activated signal upgrades, etc.

Street Striping: Marking roadways to provide for bike lanes, widened outside lanes, crosswalks, etc.

Sidewalk Improvements: Includes new sidewalks, widened sidewalks, and sidewalk gap closures. Can also include replacement of sidewalks although this is of lower priority.

Traffic Calming Devices: Systems and techniques that slow traffic such as speed humps or tables, reducing curb-to-curb lane widths, curb extensions, center islands, etc.

Pick Up and Drop-Off: Projects that reorganize pick-up and drop-off to improve safety and access for children walking and biking to and from school are permitted. However, projects that are primarily for the convenience of drivers are not permitted. Program funds cannot be spent on education programs that are primarily focused on bus safety. Improvements to bus stops also are not eligible for this funding.

Resources –

FHWA – Pedestrian Safety Guide and Countermeasure Selection System. Recommended Guidelines/Priorities for Sidewalks and Walkways

http://www.pedbikesafe.org/PEDSAFE/resources_guidelines_sidewalkswalkways.cfm

FHWA – Bicycle Safety Guide and Countermeasures Selection System. Countermeasures

<http://www.pedbikesafe.org/BIKESAFE/countermeasures.cfm>

More resources are available in [Resource C: Safe Routes to School Project Resources](#)

Resource B: Sample Non-infrastructure Program Descriptions

Safe Routes to School programs should be individualized to your school, school district, or broader school community based on your identified barriers to program participation, safety concerns, and the issues you want to address.

The following are a few examples of education, encouragement, and enforcement programs. This is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program. For additional information about implementing a Safe Routes to School program, view the [Safe Routes to School Guide](http://guide.saferoutesinfo.org/) (<http://guide.saferoutesinfo.org/>).

Bicycle or Pedestrian Audit: This is best completed prior to preparation of your SRTS application to help define your problem or as a measure of changes that occurred as a result of your project. A subjective assessment of sidewalks and roadways to learn about bicycle and pedestrian conditions. This can be conducted by such individuals as local officials, planners, interested adults, consultants and children. Audits are useful when determining the focus of your project and development of your action plan.

Bicycle and Pedestrian Books for the School Library: A collection of books for your school library for all ages that reinforce the safety, fun, and health and wellness concepts of bicycle and pedestrian safety.

Bicycle and Pedestrian Safety Education Program: Classes or assemblies that teach students and/or parents safety practices relating to bicycling and pedestrian behavior, such as the proper way to cross streets, use sidewalks, avoid darting out from between parked cars, helmet use, bicycle skills, etc. Messaging is reinforced through e-newsletters, handouts, posting in school bulletin, etc. Available on the [CSRTS website](#). These programs are often delivered during Physical Education programs or with after school bike and walk clubs.

Bicycle and Pedestrian Core Subject Lesson Plans: Available on the [CSRTS website](#) are K-8 bicycle and pedestrian safety and core subject lesson plans that align with the Colorado state standards for education. Recommended by the Colorado Department of Education, these fully-developed lesson plans are easy to integrate into any classroom setting and are proven effective and fun learning materials for students.

Bicycle Rodeo: Usually a bicycle safety clinic featuring bike safety inspections (and, optionally, quick tune-ups), skill assessment, and a safety lecture about the rules of the road. Rodeos include riding on a miniature "chalk street" or obstacle course where young cyclists apply the rules and test their skills. Optional activities include helmet fitting, prizes and drawings, and in some cases commercial activities such as booths set up by bike shops, parent and student education, etc. Find more information on the [CSRTS website](#).

Bicycles: Consider purchasing bicycles for your SRTS program. This will allow your school(s) to offer the skills training for students to become competent riders. Don't forget storage for the bikes. Storage containers and trailers both can serve this need if you don't have capacity within your building.

Bike Clubs: After school clubs and camps can provide more in-depth instruction on bicycle skills, teaching rules of the road, and bicycle maintenance. The lessons for bike camps and clubs derive from the bicycle and pedestrian safety education curriculum. These students develop the confidence and skills to better manage riding their bicycles for active transportation to and from school.

Bike Racks: Students won't bicycle to school if there isn't a place to safely store their bicycles. Creating space and securing funding or a donation for school bike racks assures the safety of bikes while children are in class. Work with the school and school district to make sure bike racks are secure, in a visible place, and easily accessible from school entrances.

Community Coalition Building Toolkit: This toolkit can help you build a SRTS coalition in your community. It is a step-by-step guide that will help you identify community partners, how to gather information and identify issues and solutions, develop an action plan, and tips on funding the plan. Find this resource on the [CSRTS website](#).

Crossing Guard Program: Utilizing CDOT's free [Crossing Guard Training](#) resources, provide training and coordination of individuals eighteen years of age or older who instruct, direct, and control the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

Encouragement Programs: "Walking and Wheeling Wednesdays" or "Tires 'n Tennies Tuesdays" (TnT Tuesdays) are types of encouragement programs that promote weekly, or even daily, active school transportation. Prizes or incentives can be provided to help children sustain the activity throughout the school year can be provided at the individual level, classroom level, or among schools.

Law enforcement: Law enforcement (police and sheriffs) are an important resource for improving safety around your school(s). Law enforcement uses a variety of methods both technology and personnel to raise awareness and educate drivers about their driving behaviors and how they relate to safety rules. They can identify problem locations, provide vehicle speed surveys and provide safety education and training support for student safety patrols and adult crossing guards. More information can be found in the [SRTS Guide](#).

Parent Volunteers: Consider getting parents and families involved in Safe Routes to School, though data collection, school and neighborhood improvements, policy change, and programs to enable and encourage more walking and bicycling. Recruit parents to serve on your wellness or SRTS coalition. They provide a great perspective on how to get more parents supportive of their children using active transportation to and from school on a regular basis.

Photovoice: Participants (students, parents, teachers, community leaders, etc.) are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and taking action to improve conditions.

Public Awareness Campaign: Promotional activity that encourages bicycling and walking for transportation. This can include any number of tools such as flyers, print and media advertising, social media campaigns, poster contests, special events, etc.

Remote Drop Off: Some students simply live too far from their school to walk or bicycle. Several strategies to reduce traffic congestion at the school and in the adjacent streets are available for parents who must drive their children to school. These strategies include park and walk programs which make use of an off-site location (such as a nearby church or park) as a parking area for parents who then walk their child to school or the child joins a regularly scheduled walking school bus to complete their journey.

Safe Routes to School Maps: Develop maps of suggested walking and bicycling routes to and from school using resources like Google Maps. You can design maps that show safe routes or maps that indicate attributes along the routes to school such as where there are sidewalks, crosswalks, pedestrian signals, crossing guards, and more.

Safety of Children and Vision Zero Initiatives: The National Center for SRTS has advanced the idea that SRTS can serve as a foundation for Vision Zero (a movement in cities around the world to eliminate traffic death and serious injuries, making cities safe for all road users). Many believe it is both imperative and smart to prioritize children's safety when communities are considering and implementing Vision Zero. Starting with children can be an important way to build community support and political will for larger Vision Zero work. If you think this might be useful for your work, see [Focusing on the Safety of Children Can Propel Vision Zero Initiatives](#).

Train the Trainer: If you don't have the expertise in your school or community to provide bicycle and pedestrian safety and skills education consider bringing in experts to train your P.E. teacher and other community members to deliver a program in your community.

Walking School Bus or Bike Train: This is considered an "escort" program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the "bus" or "train" at pre-arranged times. This allows children to bike or walk to school without the fear of them traveling alone. These programs can be informal or very structured. The SRTS National Partnership has a toolkit designed to help plan and organize a walking school bus using adult volunteers as leaders (www.saferoutespartnership.org/resources/toolkit/step-step). They also have developed a [Bike Train Toolkit](#). Equipment and supplies to develop the program are allowable expenses in a CSRTS grant.

Walk to School Day and Bike to School Day: Many schools and communities use these annual events (Walk to School Day in October and Bike to School Day in May) as the first step to change community culture and to create options for getting to and from school. These are energizing events that remind parents and children of the simple joy of walking and biking to and from school. And they are often a catalysts for on-going efforts to increase walking and biking all of the time. Tons of information is available at walkbiketoschool.org and you can also register your events at this website.

Resource C: Safe Routes to School Project Resources

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “5 E’s” (Education, Encouragement, Enforcement, Engineering, and Evaluation) and Equity.

The following websites are resources we encourage you to review in developing an exciting and effective program in your school area. You can access them individually, or find them all at the CDOT Safe Routes to School web site <http://www.codot.gov/programs/bikeped/safe-routes>.

GENERAL RESOURCES

Colorado Safe Routes to School – <http://www.codot.gov/programs/bikeped/safe-routes>

This website contains information about Colorado Safe Routes to School with links to the resources contained here. Information on past grant recipients, current applications, and bicycle and pedestrian curriculum are all available. Past issues of The Spin e-newsletter of the Colorado SRTS State Network can also be found here.

Safe Routes to School Guide produced by the National Center for Safe Routes to School - <http://guide.saferoutesinfo.org/>

This guide is a comprehensive online reference manual designed to support the development of Safe Routes to School (SRTS) programs. One of the basic tenets of pedestrian and bicycle safety is that to be effective, safety programs must be comprehensive – involving engineering, education, enforcement, encouragement, and evaluation.

National Center for Safe Routes to School – <http://www.saferoutesinfo.org/>

The National Center was disbanded in December 2016 but many of the resources and guidance is still maintained on its website. The National Center was absorbed into Pedestrian Bicycle Information Center (PBIC) which provides technical support and resources. They also still coordinate online registration efforts for Walk to School Day and Bike to School Day (see below) and facilitates national and worldwide promotion and participation.

National Center for Safe Routes to School – Parent Survey and Student Travel Tally - <http://www.saferoutesdata.org>

The National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires. The student travel tally can be used in individual classrooms or adapted to allow for documentation of student arrival and departure modes of transportation.

Safe Routes to School National Partnership – <http://www.saferoutespartnership.org>

The SRTS National Partnership is comprised of a network of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement Safe Routes to School programs. They also have a number of resources on SRTS program development.

Walk and Bike to School Day – www.walkbiketoschool.org

The National Center for Safe Routes to School provides registration and resources for Walk to School Day and Bike to School Day events. Many schools and communities use these annual events (Walk to School Day in October and Bike to School Day in May) as the first step to change community culture and to create options for getting to and from school. These are

energizing events that remind parents and children of the simple joy of walking and biking to and from school. And they are often a catalysts for on-going efforts to increase walking and biking all of the time. Tons of information is available at walkbiketoschool.org and you can register your events at this website.

Events as Tools for Change describes how communities use Bike to School Day and Walk to School Day to advance community change such as building buy-in for Vision Zero.

INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES

As you consider all possible solutions for your safe routes to school barriers, these resources may be very helpful.

CDOT – Local Agency Manual (last revised July 2017)–

https://www.codot.gov/business/designsupport/bulletins_manuals/2006-local-agency-manual

The main purpose of the CDOT Local Agency Manual is to assist local agency personnel involved in the design, construction, and management of State and Federally funded projects. The Manual is also recommended for CDOT personnel who manage Local Agency projects. Additional design and construction project bulletins and manuals can be found on the CDOT website at https://www.codot.gov/business/designsupport/bulletins_manuals.

CDOT Roadway Design Guide, Chapter 14 Bicycle and Pedestrian Facilities -

<http://www.codot.gov/programs/bikeped/design-policy.html>

This chapter provides detailed design criteria, standards, and guidance for the development of bicycle and pedestrian facilities to meet federal and CDOT standards.

Colorado Department of Transportation – Designing Streets for Pedestrians and Bicyclists- <https://www.codot.gov/programs/bikeped/design-policy.html>

This is a source of information on designing and engineering bicycle and pedestrian facilities. New technologies and a wide variety of design tools are available to guide the development of multimodal facilities that are truly bicycle and pedestrian friendly.

Access Board – www.access-board.gov

The U.S. Access Board is a federal agency that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology.

New guidelines the Board is developing will cover access to public rights-of-way, including sidewalks, intersections, street crossings, and on-street parking. The Board is also addressing access to shared use paths providing off-road means of transportation and recreation.

American Association of State Highway and Traffic Officials (AASHTO) –

<http://www.transportation.org>

AASHTO is a standards setting body which publishes specifications, tests protocols and guidelines which are used in highway design and construction throughout the United States. Despite its name, the association represents not only highways but air, rail, water, and public transportation as well.

- **Guide for the Development of Bicycle Facilities, 4th edition**
- **Guide for the Planning, Design and Operation of Pedestrian Facilities, 1st edition**

Institute of Transportation Engineers – Traffic Calming – <http://www.ite.org/traffic/>

The Traffic Calming Library contains a searchable database of reports, articles and other documents related to traffic calming.

National Association of City Transportation Officials (NACTO) – <http://nacto.org>

NACTO is a membership organization that offers design guides that may be helpful in designing bikeways.

- **Urban Bikeway Design Guide** - <http://nacto.org/publication/urban-bikeway-design-guide/>
- **Urban Street Design Guide** - <http://nacto.org/publication/urban-street-design-guide/>

The **Moving Ahead for Progress in the 21st Century Act** (MAP-21) authorized the Transportation Alternatives Program (TAP), which replaced the funding from pre-MAP-21 programs including the Transportation Enhancement Activities, Recreational Trails Program, and Safe Routes to School Program (SRTS). TAP provisions and requirements apply to projects using TAP funds.

For information about SRTS under TAP, see:

- Transportation Alternatives Program (TAP) Webpage – www.fhwa.dot.gov/environment/transportation_alternatives/
- Transportation Alternatives Program Guidance – www.fhwa.dot.gov/map21/guidance/guidetap.cfm
- Transportation Alternatives Program Q&A – www.fhwa.dot.gov/map21/qandas/qatap.cfm

DATA, PROGRAM, AND POLICY RESOURCES

There are additional resources on CDOT's Safe Routes to School website that may be helpful as you develop or expand your SRTS program. Find them at www.codot.gov/programs/bikeped/safe-routes/resources.

Resource D: Permitting and Environmental Assessments

According to the National Environmental Policy Act (NEPA), Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". Many projects (not just specific to Safe Routes to School) qualify for a Categorical Exclusion.

As an applicant, it is your responsibility to identify and provide all necessary local permits and NEPA materials that may be required of your project. Feel free to contact your CDOT Region Planning and Environmental Manager (RPEM) for initial environmental scoping, guidance, or support for any projects you might be considering.

CDOT Categorical Exclusion

More information can be found in the CDOT [Categorical Exclusions \(CatEx\) Chapter](#) of the NEPA Manual.

Resource E: Sample Problems and Corrective Tasks

Once you have gathered information and data to identify and prioritize the issues around the school that are hindering students from walking and biking to and from school safely, utilize the Five E's (education, encouragement, engineering, enforcement, and evaluation) with your key stakeholder groups and develop an action plan. Here are a few sample problems with some corrective action ideas. This is not an exhaustive list but rather intended to provide ideas on how to approach your identified issues.

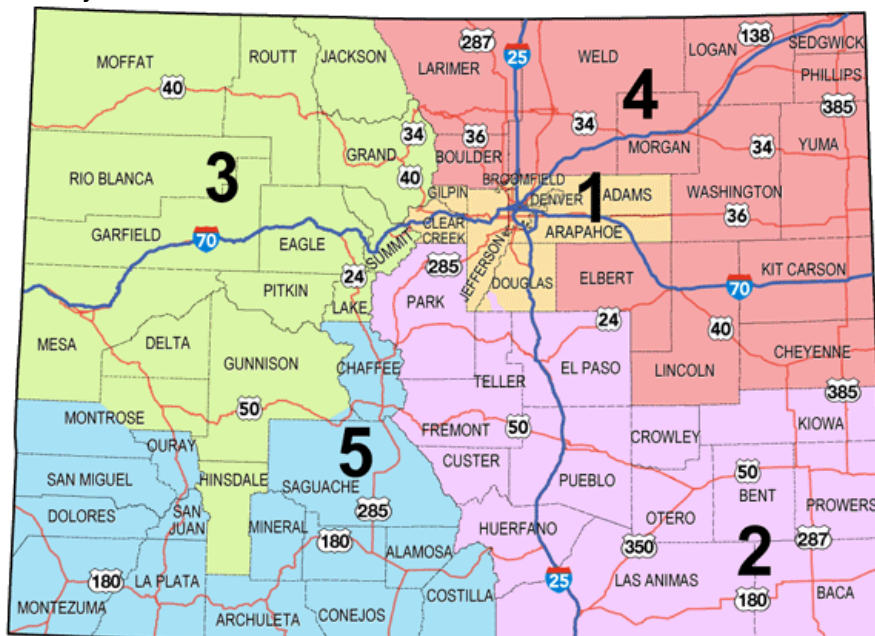
A useful resource for additional ideas and solutions is the Safe Routes to School Guide (guide.saferoutesinfo.org)

AUDIENCE: PROBLEM:	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBORS	LOCAL TRAFFIC	PARTNERSHIPS & OTHER
Parents concerned with safety of children walking & biking to school	1) Start Walking School Bus or Bike Trains 2) Work with PTA/PTO 3) Align with school safety committee 3) Invite to help organize and participate in Walk / Bike to School events	See above	1) Encourage staff to use active transportation to and from school 2) Adult crossing guard program 3) Distribute safe walking / biking route maps at Back to School Night or in Friday folders 4) Host annual Walk/ Bike to School Day events	Work with neighbors and Watch groups to engage with Walking School Bus or Bike Train program	1) Prioritize unsafe routes for infrastructure improvements	1) Law enforcement 2) Local public works dept / traffic 3) Create SRTS community coalition or committee
Traffic Speed	1) Communication 2) Traffic education and enforcement			Yard signs – slow down	Trailer signs with messages	1) Law enforcement 2) Local public works dept/ traffic
Unlawful Driving	Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		1) Public awareness and education 2) Work w/ local law enforcement	Law enforcement
Traffic Congestion Around School	1) Promote everything other than driving alone (walk, wheel, bus, carpool) 2) Create & promote remote Park & walk	1) Teach students about health benefits of not arriving by family vehicle 2) Develop reward system	1) Educate and engage staff 2) Classroom competition or school-wide competition 3) Establish remote drop-off	Inform neighbors of efforts to get more students walking and biking to and from school	Slow down in school zone campaign	1) Proper school siting 2) School district transportation department 3) Local traffic engineers 4) Local churches or recreation center staff

	(drop off) location 3) Establish anti-idling program					
Missing sidewalks, crosswalks, or other facilities	1) Provide map of preferred or alternate SRTS route, if available 2) Conduct walking and biking audits	1) Educate them about traveling on roads w/o sidewalks, etc. 2) Photovoice project	Conduct walk/bike audit	Include neighbors in planning	Inform local traffic of peds & bikes	1) Local public works/traffic dept
Lack of Walking & Biking Knowledge and Interest	1) Open house- provide information (start of school) 2) Send brochures home 3) Create SRTS culture with events & programming 4) Include parent on SRTS in-school committee	1) School assemblies – invite police, fire, health care 2) Classroom instruction (in-person, video) 3) Highlight students who use active travel to school in school media	1) Provide PE Staff training 2) Make curriculum available to staff 3) Create culture with active transportation events & programming 4) Get buy-in from school administrators 5) Encourage staff to participate in Walk/Bike to School day 6) Encourage active transportation to school by staff	1) Yard signs or banners 2) Letters to neighbors	1) Electronic message trailer with safety & encouragement messages	1) Law enforcement 2) Injury prevention professionals 3) School district transportation dept. 4) Local media 5) PTO/PTA 6) School wellness team 7) Neighbors who are cyclists and walkers
Students lack Walking & Biking Skills	1) Send home tip sheets 2) Offer a bike helmet promotion 3) Invite to volunteer at school bicycle rodeo	1) Introduce bike & ped training in PE classes 2) Conduct bike rodeos 3) Develop after school bike clubs 4) Bike field trips (middle school)	1) Train-the-trainer program for PE teachers 2) Host Walk/Bike to School Day events 3) Encourage active transportation to school		1) Electronic message trailer with safety messages and rules of the road	1) Bike advocacy groups 2) Walking advocacy groups 3) Bike & Ped curriculum on CSRTS website
Bullying & Crime	1) Start Walking School Bus or Bike Trains 2) Work with PTA/PTO on anti-bullying campaign 3) Align with school's anti-bullying initiative	1) Teach to walk with parents, or if older, with buddies 2) Teach them to report issues immediately and to whom	1) Work with Safe2Tell program 2) Address issues immediately	Work with Neighbors and Watch groups	Crossing Guard Program	1) School anti-bullying contact 2) Law enforcement 3) PTA/PTO 4) Homeowners groups 5) Others working on neighborhood & school crime and bullying

Resource F: CDOT Region Planners and Local Agency Coordinators

Use this map to identify which Colorado Department of Transportation region your school district, city or county falls within.



<p><u>CDOT Region 1</u> Planner: Danny Hermann 303.757.9946 danny.hermann@state.co.us</p> <p>Local Agency Coordinator: Joy French 303.757.9528 Joy.french@state.co.us</p>	<p><u>CDOT Region 2</u> Planner: Wendy Pettit 719.546.5749 wendy.pettit@state.co.us</p> <p>Local Agency Coordinator: Don Scanga (719) 546.5434 Donald.scanga@state.co.us</p> <p>Patti Henschen 719.227.3263 Patricia.henschen@state.co.us</p>	<p><u>CDOT Region 3</u> Planner: Mark Rogers 970.683.6252 mark.rogers@state.co.us</p> <p>Local Agency Coordinator: Jason Huddle 970.812.6253 jason.huddle@state.co.us</p>
<p><u>CDOT Region 4</u> Planner: Karen Schneiders 970.350.2172 karen.schneiders@state.co.us</p> <p>Local Agency Coordinator: Katelyn Triggs 970.350.2160 katelyn.triggs@state.co.us</p>	<p><u>CDOT Region 4 – continued</u> Local Agency Coordinator: Jake Schuch 970-350-2205 jake.schuch@state.co.us</p>	<p><u>CDOT Region 5</u> Planner: Matt Muraro 970.385.1433 matt.muraro@state.co.us</p> <p>Local Agency Coordinator: Robert Shanks 970.385.1416 robert.shanks@state.co.us</p>